TABLE OF CONTENTS:

I. SCOPE OF SERVICES AND SUPPORTS
    Services and Supports for Students with IEPs
    Supports for Students with 504s
    Location of Offices and Contacts

II. REFERRAL PROCESS
    Pre-Referral Collaboration
    Vision Services Checklist

III. IEP TEAM SCREENING
     Functional Vision Assessment
     Medical Documentation

IV. DETERMINING ELIGIBILITY

V. ANNUAL REVIEW MEETINGS
    IEPs
    504s

VI. REEVALUATION PROCESS

VII. MARYLAND SCHOOL FOR THE BLIND
I. SCOPE OF SERVICES AND SUPPORTS

Itinerant vision services are designed to meet the needs of students who have been identified as blind or visually impaired by the IEP Team. Services are provided by a certified Teacher of the Visually Impaired (TVI) and may include direct instruction, teacher consultation and classroom observation. Supports may also include maintenance of equipment required for access and/or adaptation of materials.

Services and Supports for Students with IEPs

Based on Individuals with Disabilities Education Act (IDEA 2004), students with IEPs coded (05) Visual Impairment have an educational disability that requires specialized instruction. For students with IEPs, TVI support goals and objectives, supplemental aids & services, accommodations, and related services as determined by the IEP team and documented on the student’s IEP.

Supports for Students with 504s

Based on Section 504 Rehabilitation Act of 1973, students with visual impairments may require 504 plans to provide accommodations for instructional access. Students who have 504 plans may require accommodations for access that include supports by a TVI. Supports may include, but are not limited to, supporting the use of assistive technologies, ordering large print books, making periodic visits to ensure appropriate equipment use, and training school-based staff.

Location of Offices and Contacts

The Itinerant Vision Services Offices are located at Oakdale High School, 5850 Eaglehead Drive, Ijamsville, MD 21754. All student questions and concerns should initially be directed to Rebecca Hommer, Vision Team Leader at (240) 236-8952. Itinerant TVI will then be assigned to support each IEP team and/or student case.

II. REFERRAL PROCESS

➢ Pre-referral Collaboration

When a classroom teacher has a student having difficulty in class (academically and/or behaviorally) and suspects this may be due to a vision loss, the special education team leader/department chair at the school should contact the Itinerant Vision Services Team Leader, Rebecca Hommer at (240) 236-8952. Itinerant TVI will then be assigned to support each IEP team and/or student case.

The Vision Services Team Leader and special education team leader/department chair will discuss the concerns and address questions. The Vision Services Team Leader will advise the special education team leader/department chair on the process of having the student’s vision tested and obtain parent contact information. The Vision Services Team Leader will also obtain the classroom teacher’s contact information so that he/she can complete the Vision Services Checklist in order to provide additional student information.
The TVI will contact the parent for an updated copy of an ophthalmologic/optometric eye exam. If the student requires an updated eye exam, the parents have the option of attending the low vision clinic at the Maryland School for the Blind in Baltimore, MD.

A TVI will complete an observation. When the observation, referral checklist and eye exam have been reviewed, the TVI will contact the school with a plan of action. The school will inform the parents of the proposed plan.

➢ Vision Services Checklist

The TVI will contact the student’s classroom teacher. The classroom teacher will be directed to complete the Vision Services Checklist.

After the TVI has contacted the parent to discuss the required medical documentation, the vision services checklist has been completed by the classroom teacher and an observation has been completed by the TVI, an IEP Team Screening Meeting should be scheduled to determine the need for further assessment.

Required medical documentation will need to be provided and reviewed as part of the IEP team eligibility determination meeting. This information is required in order to identify a student with a visual impairment. However, lack of medical documentation may not serve as reason to deny or delay the initiation process for determining a student’s eligibility for special education services.

III. IEP TEAM SCREENING MEETING

➢ Functional Vision Assessment

When the IEP team determines a Functional Vision Assessment is necessary, a Certified Teacher of the Visually Impaired will complete a non-standardized/informal assessment. The assessment will include a review of updated medical documentation, student observation and direct assessment activities.

➢ Medical Documentation

Documentation of a current eye exam completed by an ophthalmologist or optometrist is required. The exam must be within one calendar year of the assessment request.

IV. DETERMINING ELIGIBILITY

The TVI will complete the functional vision assessment within the 60 day timeline. A report will be written when the functional vision assessment has been completed. An IEP team meeting will be held to review the assessment results.

To be determined eligible as a student with a Visual Impairment, the student must have a medically documented visual impairment that impedes his/her access to the general or special education curriculum. An IEP will be developed if the TVI finds the student eligible for specialized instruction.
If the student does not have a documented visual impairment that impedes his/her access to the general or special education curriculum, the student will not be eligible for services from a TVI.

V. ANNUAL REVIEW MEETINGS

- **IEPs**
The TVI will participate in the annual review of the IEP for students who are currently receiving services. Present levels of student performance will be reviewed and goals and objects will be updated based on the student’s current level of visual functioning within the educational setting. Service levels will be reviewed and adjusted as needed.

- **504s**
Based on the Section 504 Rehabilitation Act of 1973, students with a medical or physical impairment, including a visual impairment, may require 504 plans to provide accommodations for instructional access. These accommodations/supports may include, but are not limited to, facilitating the use of assistive technologies, making periodic visits to ensure appropriate equipment use, participating in 504 Team meetings and training school-based staff.

VI. REEVALUATION PROCESS

A student with direct or consultative vision services is up for re-evaluation every 3 years. An itinerant TVI will need to be included at IEP meetings to discuss the need for an updated Functional Vision Assessment. If the assessments are recommended, the itinerant will have 90 days to complete and submit the report.

VII. MARYLAND SCHOOL FOR THE BLIND

The Maryland School for the Blind (MSB) is located in Baltimore Maryland - [www.mdschblind.org](http://www.mdschblind.org). This out-of-county placement must be considered yearly for students who receive vision services. Placement at MSB is based on the IEP team’s determination of eligibility and least restrictive environment.

- Following the determination of initial eligibility for vision services within FCPS, the TVI will inform the parent of MSB and review the information annually.
- The TVI will provide the parents with an MSB informational brochure and answer questions the parents may have about the school.
- A representative from MSB may be invited to attend a school-based IEP meeting.
- If a student meets MSB admission requirements, FCPS Itinerant Vision staff will continue to support annual IEP team review meetings.